

Name _____

What makes up multicellular organisms?

Write the name of each cell part in the correct column or columns.

cell membrane	cell wall	chloroplast	cytoplasm
mitochondria	nucleus	ribosome	vacuole

Animal Cell	Plant Cell

Show the organization of a multicellular organism. Name and tell about each level of organization.

Cells are the smallest living parts of living things.
↓
↓
↓
↓
Organism



Notes for Home: Your child identified parts of cells and the structural organization of multicellular organisms. Write each level of organization on its own card. Have your child arrange the cards in order, telling what he or she knows about each level.

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What makes up multicellular organisms?

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Animal Cell		Plant Cell	
cell membrane	cytoplasm	cell membrane	cell wall
mitochondria	nucleus	chloroplast	cytoplasm
ribosome	vacuole	mitochondria	nucleus
		ribosome	vacuole

Show the organization of a multicellular organism. Name and tell about each level of organization.

Cells are the smallest living parts of living things.



Tissues are groups of the same kinds of cells that work together to do the same job.



Organs are groups of different tissues that join together in one structure.



Organ systems are groups of organs and tissues that work together to carry out a life process.



Organism



Notes for Home: Your child identified parts of cells and the structural organization of multicellular organisms. Write each level of organization on its own card. Have your child arrange the cards in order, telling what he or she knows about each level.

How do materials move through plants?

Use these words to complete the sentences. You may use a word more than once.

bark fibrous root system leaves phloem
roots stems taproot vascular xylem

1. _____ hold flowers, leaves, and fruit on plants.
2. Higher _____ on plants may get more sunlight needed for food making than lower ones.
3. Plants with a tube system for transporting materials are _____ plants.
4. _____ tissue carries water and minerals from the roots to the rest of the plant.
5. _____ tissue carries sugar from the leaves to the other parts of the plant.
6. In trees _____, which is made up of dead phloem, protects the phloem beneath it.
7. When celery is placed in a cup of red dye and water, the parts of celery that turn red show where the _____ is.
8. A _____ is a large root that grows straight down and may have smaller roots growing sideways out of it.
9. _____ are the organ of the plant that anchor it to the ground and hold it in place.
10. In a _____, roots grow out in all directions.



Notes for Home: Your child completed sentences about plants. With your child, put a celery stalk in a glass of water and red dye and leave it overnight. Have your child explain what happened to the stalk.

How do materials move through plants?

Use these words to complete the sentences. You may use a word more than once.

bark fibrous root system leaves phloem
roots stems taproot vascular xylem

1. **Stems** _____ hold flowers, leaves, and fruit on plants.
2. Higher **leaves** _____ on plants may get more sunlight needed for food making than lower ones.
3. Plants with a tube system for transporting materials are **vascular** _____ plants.
4. **Xylem** _____ tissue carries water and minerals from the roots to the rest of the plant.
5. **Phloem** _____ tissue carries sugar from the leaves to the other parts of the plant.
6. In trees **bark** _____, which is made up of dead phloem, protects the phloem beneath it.
7. When celery is placed in a cup of red dye and water, the parts of celery that turn red show where the **xylem** _____ is.
8. A **taproot** _____ is a large root that grows straight down and may have smaller roots growing sideways out of it.
9. **Roots** _____ are the organ of the plant that anchor it to the ground and hold it in place.
10. In a **fibrous root system** _____, roots grow out in all directions.



Notes for Home: Your child completed sentences about plants. With your child, put a celery stalk in a glass of water and red dye and leave it overnight. Have your child explain what happened to the stalk.

Name _____

How do cells get and use energy?

Write *photosynthesis* or *cellular respiration* to tell what the equation stands for. Then answer the questions that follow.

sugar + oxygen \longrightarrow carbon dioxide + water + energy

carbon dioxide + water $\xrightarrow[\text{chlorophyll}]{\text{light energy}}$ sugar + oxygen

1. What are two reasons why animals rely on photosynthesis in plants for survival?

2. How are photosynthesis and cellular respiration reverse operations?

3. What do the processes of photosynthesis and cellular respiration form?



Notes for Home: Your child identified equations for photosynthesis and cellular respiration and answered questions about the processes. Ask your child to explain the carbon dioxide-oxygen cycle.

Name _____

How do cells get and use energy?

Write *photosynthesis* or *cellular respiration* to tell what the equation stands for. Then answer the questions that follow.

sugar + oxygen \longrightarrow carbon dioxide + water + energy

cellular respiration

carbon dioxide + water $\xrightarrow[\text{chlorophyll}]{\text{light energy}}$ sugar + oxygen

photosynthesis

1. What are two reasons why animals rely on photosynthesis in plants for survival?

Through photosynthesis, plants make food, or sugar, which is the source of energy for animals. Another product of photosynthesis is oxygen, which animals need to live.

2. How are photosynthesis and cellular respiration reverse operations?

Possible Answer: Materials made by photosynthesis are used in cellular respiration and the materials resulting from cellular respiration are used in photosynthesis.

3. What do the processes of photosynthesis and cellular respiration form?

They form the carbon dioxide-oxygen cycle.



Notes for Home: Your child identified equations for photosynthesis and cellular respiration and answered questions about the processes. Ask your child to explain the carbon dioxide-oxygen cycle.